

Harpers Ferry Center
National Park Service
U.S. Department of the Interior



Long-Range Interpretive Plan Little Bighorn Battlefield National Monument

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*Front Cover: "Deep Ravine Trail"
photo courtesy of Bob Reece; Inset:
"Call of the Bugle" by J. K. Ralston*

*Back Cover: "The Custer Fight," by
Charles Russell, 1903. One of many
artist depictions of the battle.*

TABLE OF CONTENTS

INTRODUCTION

Planning Background	iii
Legislation and Executive Orders	iii

FOUNDATION

Park Purpose & Significance	2
Interpretive Themes	5
Audiences	8
Audience Experiences	11
Park in 2010	13
Interpretive Goals	21

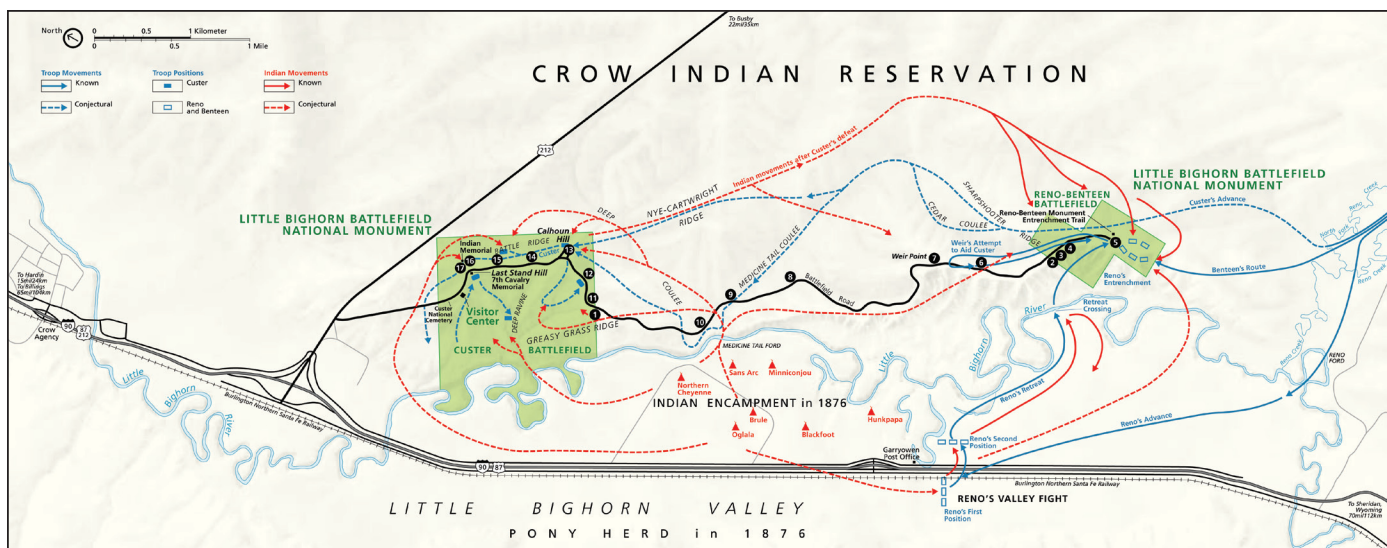
RECOMMENDATIONS

Organization	24
Actions Related to Visiting Options	25
Actions Matching Themes with Venues	27
Actions Presenting Multiple Perspectives	29
Actions Enhancing Outreach	31
Actions Related to Education/Youth	31
Collection, Research, Library Needs	33
Staffing, Training Needs	33
Implementation Charts	34

PARTICIPANTS 37

APPENDIX I

Tangible & Intangible Resources	39
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*"Evening moon above
Last Stand Hill"*

INTRODUCTION

Planning Background

Little Bighorn Battlefield National Monument is located in southeast Montana, 65 miles south of Billings, Montana, and 73 miles north of Sheridan, Wyoming. The national monument contains 765.34 acres, in two separate holdings, located within the exterior boundaries of the Crow Indian Reservation.

Little Bighorn Battlefield National Monument preserves in perpetuity the natural and cultural resources of the site of the Battle of the Little Bighorn, fought 25-26 June 1876 between 12 companies of the 7th U.S. Cavalry under the command of Lt. Col. George Armstrong Custer,



Custer National Cemetery, visitor center on the right, Last Stand Hill in the distance

including Arikara and Crow Indian scouts and attached civilian personnel, and allied Sioux, Cheyenne, and Arapaho encamped along the Little Bighorn River and under the spiritual leadership of Tatanka-Iyotanka (Sitting Bull) and other Sioux and Cheyenne leaders.

Legislation and Executive Orders

More than 130 years of legislation and several executive orders have influenced the size and appearance of the national monument.

August 1, 1879—Custer Battlefield National Cemetery (today's Little Bighorn Battlefield National Monument) was officially recognized and designated Custer Battlefield National Cemetery, a national cemetery of the Fourth Class by General Order No. 78, Headquarters of the Army.

December 7, 1886—Executive Order No. 337443 established an approximately one square mile boundary for Custer Battlefield National Cemetery.

April 14, 1926—Congress created the Reno/Benteen Battlefield.

In 1930, all rights, titles, and interests of the Crow Indians, from whose land the battlefield was created, transferred to the U.S. government.

August 10, 1939—Congress authorized a public historical museum.

June 3, 1940—Executive Order No. 8428 transferred management of Custer Battlefield National Cemetery to the National Park Service (NPS) effective July 1, 1940.

March 22, 1946—Public Law 79-332 re-designated Custer National Cemetery as Custer Battlefield National Monument.

January 3, 1991—Congress re-designated Custer Battlefield National Monument as Little Bighorn Battlefield National Monument, and authorized a memorial to honor American Indian participation in the Battle of the Little Bighorn.

Part 1

THE FOUNDATION



Park Purpose & Significance

Purpose

The legislation, executive orders, and General Management Plan 1986/1995 (GMP) for the park provide insights into why the park was created.

The General Management Plan, for example, says that the primary purpose of the monument is

to preserve and protect the historic and natural resources pertaining to the Battle of the Little Bighorn and to provide visitors with a greater understanding of those events which lead up to the battle, the encounter itself, and the various effects the encounter had on the two cultures involved.

In addition, Custer National Cemetery, located in Historic District One of Littlefield Bighorn Battlefield National Monument, memorializes and commemorates casualties and veterans of the Indian Wars (including U.S. Indian scouts and Buffalo Soldiers), Spanish American War, World War I, World War II, Korean War, and the war in Vietnam.

The Indian Memorial, dedicated on June 25, 2003, honors Indian participation in the battle. The memorial's theme, "Peace Through Unity," promotes peace, unity, and friendship among all the tribes that fought at the battle as well as others who visit the living memorial.

Since the legislation, executive orders, and GMP are at least a decade old, and since the park now regularly consults with partners, scholars, and tribal representatives on planning and interpretive projects, those invited to participate in this LRIP (see participant section) were asked to describe the purpose of the park from their

multiple points of view.

While endorsing the purpose statement in the GMP, planning participants expanded on the park's most important roles. Interpretively, the park should:

Present context for the battle by interpreting the cultural perspectives represented by the combatants and their differing ways of life, views of nature and the land.

Help to humanize the story, not just by emphasizing familiar and famous personalities, but also by interpreting the actions of individual soldiers and warriors, and acknowledging their contributions and sacrifices.

Encourage interaction and dialogue on the battle's history and importance among peoples from different backgrounds.

Encourage exploration of the contemporary relevance of the battle and its legacy.

Provide a place that encourages learning and facilitates educational services.

Acknowledge the role that popular culture has played in the battle's history and place those stories, myths, and artistic expressions into historical perspective.

Significance

Similarly, Long-Range Interpretive Plan (LRIP) discussions provided an opportunity to take a fresh look at park significance and capture both historic and contemporary reasons for including the monument in the National Park System.

This discussion took on added importance since other major planning documents (the GMP, for example) are dated and since tribal input and civic engagement had



Custer National Cemetery

not been systematically sought or included in the past.

During the workshop discussions of significance, consultation with tribal representatives and engagement with a variety of public constituents produced interesting results. The expanded perspective that emerged during planning meetings not only questioned the adequacy of fact-based definitions of significance, but stressed the symbolic and spiritual importance of the park and battle-related stories.

As a result, workshop participants reached consensus on the following:

Battlefield as spiritual/sacred ground

The battlefield has spiritual significance, a special power of place that encourages reflection and triggers emotional connection to natural landscapes that still evoke the 19th-century tension between Indian homelands and westward expansion. As sacred ground, it honors



sacrifices made during real life struggles for survival.

Battlefield's iconic significance

The battlefield has iconic and representational significance as a symbol of cultural conflict.

The battle narrative possesses the elements of an American epic—larger than life personalities, conflicting views of nature and the world, racism, debates over policies

"The Aftermath of The Battle" by J. K. Ralston

and strategies, promises made and broken, revenge, greed, defense of homeland, tragedy, triumph, and more.

Battlefield's historic/cultural significance

The Battle of Little Bighorn became one of the most well known events of the Indian Wars.

While the outcome of the battle seemed to validate Indian resistance, it shocked the rest of the nation, quieted debate on how to approach Indian policy, and unleashed a harsh, forceful military response that changed the West and Indian communities in ways that are still unfolding.

Significance of the battlefield's memorial landscape

The monuments, national cemetery, and markers across the battlefield, placed where soldiers and warriors fell in battle, are a distinctive approach to memorialization, simple, somber recognition of battlefield actions by all sides.

Primary Stories/Themes

The thematic framework proposed for the park includes an overarching idea and five themes that flow from that idea. Topics, statements, and content paragraphs provide details for each theme/story.

This framework is a blend of input from several sources.

Themes contained in the park's 1997 Interpretive Prospectus proved to be a useful yardstick against which the completeness of current theme statements could be compared.

A government-to-government consultation with tribal representatives held in April 2010 (see participant list near the end of this plan) provided invaluable perspectives and suggested language that has been incorporated into each of the themes. In particular, the tribal representatives stressed the spiritual core of the battlefield's essence, the importance of preserving and presenting multiple points of view, and the value of allowing Indians to present their own stories in their own ways and words.

A workshop with additional interpretive stakeholders, partners, and scholars, also held in April 2010, suggested the overall organizing framework for themes, provided advice on ways to integrate current scholarship into the battle narrative, and endorsed the input from tribal leaders.

Sacred Ground, Contested Ground, Shared Ground

Overall Story

Little Bighorn Battlefield National Monument is sacred ground valued by generations of Americans; contested ground at the center of violent conflict and decades of controversy;



and shared ground now protected and memorialized in ways that explore and respect multiple points of view on one of the nation's iconic historic events.

Little Bighorn sacred ground, photo courtesy of Bob Reece

Context for Conflict

The Battle of the Little Bighorn has become a symbol of centuries of conflict, intensified by Manifest Destiny and sustained by Indian defense of their traditional ways of life, their tribal lands, their physical existence, and their spiritual survival.

This story provides context by introducing differing worldviews and lifestyles, the history of westward expansion and government Indian policies, the multitude of Plains Indians' responses to Euro-American expansion, and the conflicts that resulted, particularly the Plains Indian wars and the 1876 Campaign.

Battle, Natural Landscape, & Evidence

Details of the battle have been reconstructed from a variety of sometimes contradictory sources, providing insight into how to understand and study the past using varied sources and multiple academic disciplines.

This story focuses on the battle itself, and the land on which the



Sitting Bull & Custer exhibits, Visitor Center

fighting occurred. It introduces the combatants involved in the battle, reconstructs the strategies and tactics that provide details of how the battle unfolded, provides an opportunity to explain how topography influenced the battle, and reviews the evidence that has been used to reconstruct and tell battle narratives.

“It details the complex alliances of soldier warriors, preserves personal accounts that recall both the physical landscape and the fighting, and explores battle-related evidence.

Policy Outcomes, Impacts

The battle’s outcome shocked the nation, ended debate over the immediate future of official Indian policy, and heightened threats to the cultural survival of all Indian peoples.

This story focuses on the aftermath of the battle and the impact that it had on Indian policy. It interprets the shock that triggered harsh military reaction and the Indians’ struggle to continue resistance and preserve their ways of life.

Evolution of an Icon

Almost immediately, the battle entered tribal oral and pictorial narratives and, influenced by the personality of Custer, triggered sensational news stories, heated debates, extended controversies, and eventually commemorations and depictions that elevated the battle to iconic status.

This story focuses on the ways that battle narratives were shaped and molded. It interprets the ways that the battle has been remembered and retold by Indians. It discusses



the timing of the battle (during the Centennial celebration), Mrs. Elizabeth Custer's influence, Reno's Court of Inquiry, commemorations and artistic interpretations, and creation of the Custer cemetery and museum. It recounts more recent efforts to interpret and preserve battlefield landscapes and viewsheds, rename the national monument, and develop new park memorials with Indian participation and input.

Today

For most visitors, the significance of the battlefield transcends, without forgetting, the events and controversies of the past. Today it is a spiritual place, a learning place where multiple points of view can be expressed and explored respectfully.

This story focuses on the national monument today, particularly the spirituality of this sacred place. It emphasizes the educational value of the park, where multiple meanings can be nurtured, explored, and discussed candidly and respectfully.

7th Cavalry Monument

Audiences

In order to design the most effective interpretive programming and employ the most effective interpretive techniques, it is critical to identify intended audiences, both existing audiences who actively use site interpretive programs AND potential audiences that well-planned interpretation might encourage.

“Individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.”

David Glassberg in *Sense of History: The Place of the Past in American Life*

The term audience is used purposefully in this document. In the 21st century, it is common to communicate with on-site visitors as well as others who have not or cannot “visit” local sites. Increasingly, for example, the Internet is a source of both information and interpretation. While many who use their computer as a gateway to a site or region will eventually visit, that is not universally true. In addition, for reasons of time and budget, outreach and school programs might be conducted off-site. News and magazine articles as well as television and radio programs reach millions who fall outside the technical definition of “visitor.”

Snapshot of Current Audiences

For several years prior to this plan, through 2008, visitation to the park declined. Some of that decline was undoubtedly linked to fluctuations in gasoline prices and the national economy. That trend reversed in 2009

and 2010 when visitation reached approximately 320,000.

Peak visitation occurs in June, July, and August.

Several events create spikes in visitation: the anniversary of the battle; Crow Fair (second week in August); Sturgis Motorcycle Rally in South Dakota; July 4th; and Memorial Day.

The average stay on-site is short, perhaps 1½ to 2 hours.

Both data gathered by the park and anecdotal observations suggest the following characteristics of current on-site visitors.

Western states are home for the largest number of visitors.

Many visitors are traveling to or from Black Hills attractions and or Yellowstone including motorcyclists who pull off the nearby Interstate for a visit or short respite.

The spiritual nature of the site, the importance of the battle in the history of Indian defense of traditional ways of life, and the park’s location within Crow tribal lands increase the number of visitors who are Indian.

Many visitors arrive in family groups.

Annually, roughly 1,000 on-site visitors are school or educational groups.

Commercial bus tour companies from around the country include the national monument in their itineraries.

The battle, interest in “Custer’s Last Stand,” the personalities of Custer, Sitting Bull, and Crazy Horse, and even European interest in the American West and Indians generate specific audiences who are often steeped in information and lore.



*Last Stand Hill,
photo courtesy of
Bob Reece*

As with many battlefield sites, the U.S. military schedules “staff rides” that explore lessons that might be learned from the terrain, weapons, and tactics of the battle.

Targeted Audiences

This section of the interpretive plan recognizes that interpretive techniques and audiences are inter-related—some interpretive tools are better adapted to, or appeal to, particular audiences. So, although all audiences are welcome and invited to participate in the park’s interpretive programs, discussions suggest that five audiences should receive specific attention during the life of this plan, and that planning should develop interpretive media with direct appeal to the following groups:

Educators and educational groups, particularly grades with standards of learning that correspond to the park’s stories, American Indian students (K-college), and youth groups (church groups, scouts, ROTC, etc.).

Local, regional (Hardin, Crow Agency, Billings) audiences.

Tribal audiences.

Travelers along Interstate corridors or historic trails (Warrior Trail, for example), or visitors to parks and attractions in the region.

Audiences who use the Internet for both information and interpretation associated with the park.

Although not “traditional” audiences, the following groups are important park partners and should be the focus of efforts to keep them informed and involved in on-going interpretation of the battlefield.

Tribal representatives and tribal members, Western National Parks Association, Friends of the Little Bighorn Battlefield, historical groups (CBHMA, LBHA, WHA, etc.), tribal colleges, tourism organizations, and others who cooperate with the park and need to be informed about park programs and activities.

Accessibility and Audiences

The NPS is committed to developing a comprehensive strategy to provide people with disabilities equal access



Indian Memorial

to all programs, activities, services, and facilities. As part of that effort, Harpers Ferry Center developed “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” and made them and other resources available.

See www.nps.gov/hfc/accessibility/index.htm.

As the park revises or rehabilitates existing interpretive programming, and develops new interpretive media, staff, partners, and media contractors must consult these guidelines.

Audience Experiences

While primary themes/stories focus on what audiences will learn as a result of interpretive programs and media, audience experiences explore what audiences will do. What types of activities will reinforce park themes? How might the design of interpretive programs and media invite audience involvement and, as a result, reinforce key aspects of the park's stories? How can interpretation use the powerful impact of hands-on, sensory activity to send audiences home with lasting memories? How can landscapes bolster audience understanding of the battle and the spirituality associated with the land?

Effective interpretation:

- Presents multiple points of view
- Honestly presents information that leads the audience to personal revelation
- Isn't afraid of complexity
- Treats the audience as intelligent
- Encourages dialogue
- Allows audiences to express and maintain their own perspectives

Interpretation provokes the discovery of personal meaning, connection, and care about the resource. Interpretation also facilitates democracy. It allows for and stimulates a conversation of multiple meanings and points of view. Interpretation encourages audiences to find themselves in the resource as well as engage, comprehend, and appreciate the perspectives of others.

From *Meaningful Interpretation* by David Larsen



Last Stand Hill

A balanced interpretive program should offer opportunities that:

Connect knowledgeable interpreters with curious and inquisitive visitors not only inside but also outside the visitor center.

Ensure that visiting options are clearly explained not only on-site but also at the earliest points of contact with audiences and potential visitors. Those options should include an introduction to the extent of the battlefield including the Reno/Benteen site, and information that will empower visitors to begin to “read” the monument’s natural landscapes and memorials.

“We cannot create observers by saying ‘observe,’ but by giving them the power and the means for this observation and these means are procured through education of the senses.”

Maria Montessori

There also must be places for contemplation and reflection, room for honoring nature and the sacrifices of ancestors.

Stress the power of place and allow the landscape to trigger emotional connections, invite the imagination to roam free across the horizon and envision another time and place, and acknowledge the land as a homeland that sustained vibrant and diverse Plains Indian cultures. Not only should visitors share the realization that men and women fought and died on these very acres, they also should pause to appreciate the vast, open vistas before them and consider why this became contested ground.

Introduce audiences to the volatile tenor of the times, the confidence of the 7th Cavalry officers, the Indians' passionate dedication to protection of their homeland (via either cooperation or resistance), and the fervent emotions fueled by community and conviction.

Honor the past, those who sacrificed, and the unresolved grief that remains. Facilitate spiritual, respectful expressions of homage to the past and clear the way for healing for those who are ready.

Facilitate the presentation of multiple points of view and encourage on-site audiences to move off the ridgeline and view the battlefield from the perspective of the Indian village and the Indian response to Custer's attack.

Re-enforce the pluralism of the park's significance and themes, and remind audiences that there are multiple points of view on the battle, its causes, and its aftermath.

John Falk and Lynn Dierking, in *The Museum Experience*, argue that visitors are strongly influenced by the physical aspects of museums, including architecture, ambience, smell, sound, and the "feel of the place."

Involve audiences in the process of sorting facts from myth, verifiable history from popular culture.

Provide interpretive materials that audiences can use to learn about the battle's many facets before, during, and after an on-site visit.

The Park in 2010

Park staff provided the following summary and assessment of interpretation as of 2010.

Interpretive Program Evolution

Interpretation at Little Bighorn Battlefield National Monument has experienced many changes over the years. Jerome Greene, in *“Stricken Field” The Little Bighorn Since 1876*, captures the essence of those changes.

“Because the battlefield had been established as a national cemetery (1879) the War Department’s interpretation of the ground where the Battle of the Little Bighorn occurred was minimal at best. [Cemetery] Superintendent Grover was on hand to answer the questions of visitors, but mostly he functioned as caretaker of the active cemetery . . .” Greene, page 49

“With the growing appeal of the place, there was much public interest in and curiosity about the battle. Yet the War Department offered little information on the site, save for a few artifacts exhibited in the superintendent’s lodge as early as 1896.” Greene, page 53

“By 1920 interest in the Battle of the Little Bighorn together with increasing ceremonial commemoration at the national cemetery reservation, forecasted a subtle administrative shift away from the cemetery and toward interpretation of the battlefield portion of the reserve.” Greene, page 57

“Throughout the period of War Department administration, maintenance of the cemetery was the paramount duty, although by 1937 the department had issued an interpretive brochure dealing with the battle, and the Thomas Marquis booklets were offered for sale by local civilian guides.” Greene, page 171



“The name change in 1946 to Custer Battlefield National Monument signified a major deviation from cemetery operations to historical interpretation of the battlefield by the National Park Service.” Greene, page 171

Stone House, built in 1894, housed the first battlefield superintendent

“The first park service handbook appeared in 1949, and it presented Custer as the central figure, with Little Bighorn an epic of the westward movement . . .” Greene, page 172

The visitor center building was constructed in 1952 for visitation of approximately 100,000 per year. In 1964, and again in 2000, the building was remodeled and additions were constructed.

In the early 1990s, the national monument was re-designated Little Bighorn Battlefield National Monument and interpretive talks and media became increasingly balanced.

Current visitation is approximately 320,000 per year, with approximately 100,000 entering the visitor center building.

Interpretive Talks Topics

Based on the themes and subthemes



Indian Memorial, photo courtesy of Friends of the Little Bighorn Battlefield

in the 1997 Interpretive Prospectus, the goal of the interpretive staff is to help visitors understand the role that the monument's battle played in the greater story of the Indian Wars.

In 2000, the interpretation division offered 18 talks a day with five themes; the Battle Talk, Indian Village Talk, Soldier in 1876 Talk, Weapons and Tactics Talk, and only one American Imagination Talk. In 2001, the interpretive talks were reduced to 13 a day with four themes (the American Imagination Talk was dropped). Eventually, the Weapons and Tactics Talk was dropped. Staff presented the three remaining theme talks daily.

In August of 2007, program attendance decreased and the Indian Village and Soldier in 1876 talks were

dropped. The only talk that was presented was the Battle Talk, and that is the only talk currently offered. The challenge was to incorporate information from previous theme talks into the remaining Battle Talk. Generally and traditionally, all talks lasted about 35 minutes, plus time for questions and answers.

In the past, interpreters also offered guided walks down Deep Ravine Trail and through the national cemetery.

Location

Until four years ago, the Soldier in 1876 and Indian Village talks were presented in the amphitheater below the visitor center and the other talks were presented on the covered patio area on the east side of the visitor center, facing Last Stand Hill.



Visitors atop Last Stand Hill, photo by John Doerner

The amphitheater area created a logistic challenge and was problematic because there was no shade. Shade had to be created every year and solutions included a tent, traditional arbor, and tipis. Each solution created problems including frequent blowovers. The park finally decided to move talks to the patio for ease of setup and reliable afternoon shade.

All talks are currently given on the patio where there is seating for about 95 visitors. Before each talk, staff announce the upcoming talk and its location. Most talks are given May-September.

Even the patio location has drawbacks. The patio will not accommodate large audiences during peak visitation. It can be hot and uncomfortable. During the morning hours the sun can shine directly into the eyes of the visitors. Talks can be disrupted by summer storms, even

lightning and hail, and noise from passing cars.

In 2010, staff added ranger walks to Last Stand Hill and the Indian Memorial.

There are no formal ranger talks at the location of the Reno/Benteen defense. The area is often too hot during the summer to ask visitors to remain outside, without shade.

Roving

As part of the daily schedule, all rangers spend a portion of the day making informal contact with visitors at Last Stand Hill, the Indian Memorial, and the Reno/Benteen site.

Summer Speakers

In 2010, the park offered a Summer Speaker Series with mostly Sioux and Cheyenne speakers. Held on Wednesdays of each week, the series ran from late June to late August.

Park Film

Over the years, the park's films have been presented in different formats and with different content. The Stone House served as the park's theater in the 1980s, followed by the visitor center basement in the late 1990s. Filmed in 2000, the park's current 18-minute orientation film, "Their Shots Quit Coming," is popular with visitors. In 2008, for safety, visitor flow, and accessibility reasons, the park moved the theater to the visitor center observation room.

The current theater/observation room on the east end of the visitor

center is handicap accessible. On the busiest days, visitor overflow creates congestion and noise in the adjacent exhibit area.

Before the film was moved to the observation room, a raised relief map with light and sound told the story of the battle. Although it had to be turned off during peak season because it conflicted with the ranger talks, during the off-season it was a very good interpretive tool for visitors when no ranger was available. It now has been removed in deference to the theater function.

As of 2010, ranger talks and movies were offered at:

8:30	Movie
9:30-10:05	Ranger Talk "Contested Ground"
9:30	Movie
10:30-11:05	Ranger Talk "Contested Ground"
10:30	Movie
11:15—11:50	Indian/7 th Cavalry Memorial Walk
12:00-12:35	Ranger Talk "Contested Ground"
12:00	Movie
12:45-1:20	Indian/7 th Cavalry Memorial Walk
1:30-2:05	Ranger Talk "Contested Ground"
1:30.....	Movie
2:15-2:50	Indian/7 th Cavalry Memorial Walk
2:30-3:05	Ranger Talk "Contested Ground"
2:30	Movie
3:30-4:05	Ranger Talk "Contested Ground"
3:30	Movie
4:30-5:05	Ranger Talk "Contested Ground"
5:10	Movie

Publications

In addition to the park's official map and brochure, park staff also produce and distribute a four-page "news-paper" that includes a schedule of interpretive activities, background information on the battle and battle participants, what to see and do in the park, safety information, cell audio information, and partner and stewardship information

Exhibits

The exhibits in the visitor center have been modified several times over the years and no longer provide a cohesive storyline. Individual exhibit elements (timeline, weapons and other artifacts, the ethnic origins of the 7th Cavalry soldiers, and battle mural, for example) remain popular and capture visitor attention. A new addition focused on traditional uses for the American bison has been designed to complement a new discovery activities handout (see below).

Discovery Activities

Beginning in 2010, the park began distributing "Discovery Activities for Young Visitors," an oversize, nicely designed handout with activities that help kids and families explore the battlefield.

Waysides and Cell Tour

A cell phone tour became fully operational by Memorial Day 2010. Short interpretive messages are available at Last Stand Hill, along the tour road to the Reno/Benteen defense site and back. Other cell phone stops will include the National Cemetery and possibly Deep Ravine Trail.

Wayside exhibits along the ridgeline road link the landscape to battle action and often include participant accounts of their experiences during the battle.



Website & Web Cams

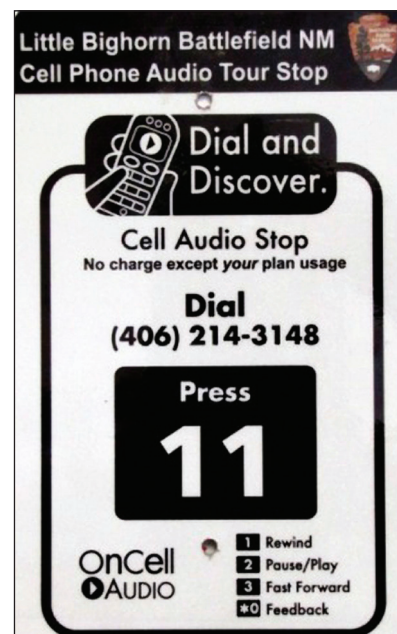
The park's website interprets the battle, the Indian Memorial, and personalities like Custer and Sitting Bull. The park currently is developing more interpretive information and plans to post research papers and other documents on the website.

"Friends of the Little Bighorn Battlefield" also has a website, www.FriendsLittleBighorn.com that already houses research papers and complements the park's website.

The park has two web cameras that pan across the landscape, east and west, and include views of the cemetery.

Concession Tours

A park concession, Apsaalooke Tours, (the Crows call themselves Apsaalooke which means Children of the Large Beaked Bird) offers van tours during the summer months. This program is operated by the local tribal college and often employs native students.



Cell phone tours at The Little Bighorn

The tour begins at the visitor center parking lot, continues along the tour road to the Reno/Benteen battle site, and then returns back along the same route, a 10-mile round trip that takes about an hour.

Apsaalooke Tour staff are trained at the beginning of the summer along with the interpretive ranger seasonal staff. Those initial tour guides do fine, but many times new staff members are brought on in the middle of the season as replacement tour guides and are not as well trained.

In 2009, the Apsaalooke tours began at:

10:00 am, 11:00 am, 12 noon, 2:00 pm, and 3:00 pm



Apsaalooke Tours begin on Memorial Day and end on Labor Day.

Other Interpretive Partners

Western National Parks Association (WNPA)

WNPA “promotes preservation of the national park system and its resources by creating greater public appreciation through education, interpretation, and research.”

WNPA’s current strategic plan spells out several specific goals. See www.wnpa.org/aboutus_strategic.asp

Currently, Western National Parks Association (WNPA) operates the bookstore in the visitor center and has premium space at the front desk, along with the tour concession.

In addition to a wide variety of interpretive items, the association provides the park with several site-specific publications for a general audience including four booklets that can be used on park trails.

Friends of Little Bighorn Battlefield (Friends)

“The Friends purpose is to raise funds and aid and directly promote management programs and objectives of the Little Bighorn Battlefield National Monument.” See www.friendslittlebighorn.com/

Custer Battlefield Historical & Museum Association Inc. (CBHMA)

“The mission of the CBHMA is to provide a mechanism for the study of this battle, the people involved on both sides, the times, and the wars in general.” See www.custerbattlefield.org/

Little Bighorn Associates (LBHA)

“Our mission is to promote exchange of knowledge on the life and times of George Armstrong Custer and the Battle of the Little Bighorn.” See www.thelbha.org/home.shtml

Existing Seasons & Visitor Patterns

Peak season occurs in June, July, and August with shoulder seasons in May and September.

Visitors who arrive by car or RV pay the fee at the entrance station and receive the park’s brochure and a newspaper guide describing park sites and activities. After parking, some visit the restrooms. They may hear the schedule announcements and other information over the PA system in the parking lot and side-walk areas.

The parking lot is usually full to capacity during peak visitation. Some visitors have problems finding the restrooms even though they are located in the middle of the parking lot. Visitors sometimes have difficulty locating the visitor center entrance. They sometimes walk to the back of the building, drive up to the Last Stand Hill/Indian Memorial, or attend an interpretive talk before entering the visitor center.

The NPS ranger standing at the podium directly inside the doors of the visitor center describes opportunities and answers questions. Many visitors listen to an interpretive talk or watch the film and then walk to Last Stand Hill and the Indian Memorial.

Last Stand Hill is the most popular area of visitation and most visitors go to this site. It is well known as “Custer’s Last Stand” and offers a place for contemplation. Interpretive rangers provide roving interpretation at Last Stand Hill.

Weather can play a role in the decision to follow the tour road to the Reno/Bentzen site and, more importantly, influence the amount of time spent outside a vehicle walking the



Buses at the Little Bighorn

site's trails and overlooks.

During peak season, one to three buses usually arrive daily with approximately 45 people each. Many of these visitors have received some orientation and interpretation from their tour guides prior to arrival. The guides attempt to time bus arrival with an NPS interpretive talk and then view the film if time allows (the tour bus visitors generally stay about 90 minutes).

Most of the monument's congestion occurs at the theater (the observation room theater seats 32+), the parking lot, and the public restrooms. Crowding also can be a problem at interpretive talks, the museum, and the bookstore.

During the off-season (October through April) the entrance station is closed and visitors proceed to the parking area/rest rooms and visitor

center where they typically stop at the front desk to pay the entrance fee and talk with a ranger. They also might sign the register book or stamp a national park passport. Visitors can view the museum and observation room and some watch the film that is shown on a monitor in the bookstore. Most then drive to the Last Stand Hill/Indian Memorial area and some drive the tour road to the Reno/Bentzen site.

Visitation during the fall and spring shoulder seasons is similar to off-season, but with the addition of school groups. The entrance station is staffed in the fall and during the months of April and May. The school groups generally stop at the restrooms first, watch the film, and then take a bus ride on the road with a ranger who provides interpretation during the drive. The school group then returns to the visitor center to visit the museum and the bookstore. The students range from 4th grade through high school. Approximately 28 school groups visit each year with an average total count of about 1,000. Most visits occur in May. The park staff offer a walking tour for some school groups around the Last Stand Hill and the Indian Memorial trail network. Interpretive staff also perform off-site programs in local communities on request.

Interpretive Goals

During the LRIP planning process, park staff and workshop participants identified and prioritized several specific goals for the LRIP to address.

This LRIP will provide specific recommendations on how to:

Plan, design, and deliver interpretive programs and media on the Battle of Little Bighorn and its causes and consequences in an environment where interpretive themes, messages, and programs are closely scrutinized for balance and fairness by battlefield aficionados, historians, and tribal groups. The interpretive planning process must include multiple stakeholder and constituency groups, historians, and tribal representatives.

Ensure that multiple perspectives, including multiple tribal perspectives, are included in interpretive

media and programming, given limited interior space and a desire to limit intrusions on the landscape.

Identify interpretive approaches that reach out to local communities and Indian tribes in the context of developing future educational partnerships to support park preservation.

Develop additional youth and curriculum-based educational programs.

Ensure that visiting options are clearly presented and orientation is effective, beginning even before visitors enter the monument.

Ensure that the spirituality of the battlefield is acknowledged and respected.

Ensure that interpretation includes the causes, consequences, and meaning of the battle, not just the battlefield movements.



Part 2

RECOMMENDATIONS



Interpretive planning meeting with stakeholders & tribes

Introduction

Part 2 of the LRIP describes the actions that park staff and partners will take to build on The Foundation, described in Part 1, during the next 5-10 years.

This plan is intended to be a dynamic document that responds to changing conditions. Staff will revisit the plan on an annual basis and make adjustments, remove accomplished tasks, and identify new projects for action.

Since viable plans need to be nimble and responsive to changing conditions, staff also can and should take advantage of new opportunities as they arise. No plan can foresee every eventuality. This LRIP provides a framework for considering other interpretive proposals as they emerge. Part 1 should function as a yardstick against which new ideas are measured—does a new idea reach targeted audiences, address an identified issue, offer a desired audience experience, etc. When properly used, Part 1 provides priorities that can help move interpretive programming in a consistent direction despite changing times.

Each action item included in Part 2 is bulleted in the plan narrative and listed in implementation charts near the end of this document. Those charts identify the staff person responsible for moving each action forward and the fiscal year or years when progress is expected.

Some of the bulleted items are dependent on funding not in hand. Those actions will be noted in the implementation charts. If other actions can be completed only if additional staffing becomes available, they also will be identified on the charts.



Indian marker, photo by John Doerner

Organization of Part 2

Although the themes, audiences, audience experiences, and issues described in Part 1 suggest many ways to focus interpretive programming for the next several years, Part 2 is organized to focus on the priorities identified by park staff during the project's scoping trip.

Specifically, this part of the plan focuses on actions related to the park's desire to address specific issues related to interpretation:

- Ensure that visiting options are clearly presented and orientation is effective, beginning even before visitors enter the monument.

- Ensure that all themes are addressed in appropriate venues with effective interpretive techniques.

- Ensure that multiple perspectives, including multiple tribal perspectives, are included in interpretive media and programming, given limited interior space and a desire to minimize

intrusions on the landscape.

Identify interpretive approaches that reach out to local communities and Indian tribes with the goal of developing future educational partnerships to support park preservation.

Develop additional youth and curriculum-based educational programs.

Ensure that the spirituality of the battlefield is acknowledged, respected, and maintained.

Actions that Address Visiting Options

Workshop participants identified a variety of actions that will clarify the interpretive and educational opportunities available from the park. Workshop participants recommended the following . . .

- A regular staff review of the park's website to ensure that all information is up-to-date.
- An addition to the website that provides information about the park's cell phone tour and tour stops.
- Additional website features that use emerging social media. The first steps include a review of NPS policies on the use of social media and investigation of the ways that other sites use social media—Twitter, for example—to expand service to identified audiences.
- A website addition that suggests how to see the essential features of the park within limited amounts of time—what to see in one hour, two hours, half day, full day, etc.

Concurrently, this same information should be provided on-site by media (to be determined) other than the website, perhaps in a publication.

- New visual and audio features that enrich the website by using materials gathered for production of the park's new audiovisual program. Specific additions will be determined by the nature of the materials—interviews and new video, for example.
- An expanded website photo gallery that reflects the park's themes and desired audience experiences. Add additional images that reflect multiple points of view, for example, or that show targeted audiences at the park.
- An expansion of website content designed to reach out to targeted audiences and supply additional interpretive content as it is developed. What, for example, could be added that encourages more visitation by tribal members? An initial discussion will review what is currently available for website posting followed by a schedule for implementation.
- Continued and expanded contact with the Custer Country tourism initiative.
- Additional information about the people involved in the battle—biographies will help humanize the story and illustrate the range of participants.
- A regular, springtime meeting with community partners and stakeholders, initially convened by park staff, to facilitate dialogue about upcoming programs and common concerns.
- On-going and expanded contact with state, local, and tribal agencies to ensure that visiting information is kept up-to-date. Use this network to develop objectives for additional outreach media, perhaps using students at tribal colleges to develop media content.
- Support for Apsaalooke Tours'



Wayside exhibits include accounts of the battle, photo courtesy of Friends of the Little Bighorn Battlefield

step-on guide service in order to provide bus groups with reliable interpretive programming that complements the park's educational and visiting objectives.

To be fully successful, services like this and longer tours focused on specific aspects of the park's story (the Indian village, for example, or the roles of women and children) need to be accompanied by better marketing including promotion on websites.

When this step on service is firmly and reliably established, the NPS website (and perhaps other partner sites) can provide either links or booking information.

- Encourage Apsaalooke Tours to create and sustain a website that provides more visiting information

about tours, step on guide service, and more generally about what the park has to offer interpretively.

- Investigation of the use of cable TV to broadcast park information and interpretive content in motels nearby and in Hardin, MT. If this seems feasible, work with a partner, perhaps a college or regional television station, to develop program content.
- A large and small version of a poster that can be distributed to regional and tribal venues to suggest and encourage a visit to the park. Design could be an educational project for a school or college, even a contest.
- Determine how to use fee collectors to describe visiting options even during periods of heavier visitation. Explore the use of a cell

phone message near the park's entrance to provide visiting options and introduce the cell phone interpretive stops.

- A ready reference pocket schedule for staff that lists park activities.
- Explore moving the current bulletin board that stands outside the visitor center to a new location that is visible and provides visual cues to the flow of traffic. Add an entrance sign and/or landscaping to help visitors find the entrance.

After observing how these changes influence visitors, consider taking additional steps like installing an informational kiosk for the parking lot adjacent to the park visitor center. The primary intent of this kiosk would be to provide visiting options in a welcoming and accessible format.

- An appropriately designed, movable, “sandwich” board, placed outside the visitor center, that lists daily activities.
- Explore better seating for the outside area used for interpretive talks.
- A new wayside exhibit, outside the visitor center and near the area used for ranger talks, that shows an aerial view of the battlefield. This panel would help rangers orient visitors and establish spatial relations, natural features, and battle action.
- Evaluate the role and objectives of the park's publications, particularly the official map and brochure and the park “newspaper.” What should each publication seek to accomplish? What are the onsite objectives as well as the takeaway value of park publications? What objectives can or should be combined? What stand-alone publications are needed? What is the most cost effective use of limited publication dollars?

- A reconfigured visitor center desk that clearly presents visiting options and accommodates multiple uses by Apsaalooke Tours, cooperating association, and NPS.

Actions that Match Venues with Stories and Media

Although the need for a new, relocated visitor center for Little Bighorn Battlefield has been long acknowledged and recommended since the 1986 General Management Plan, a new facility has not been built for a variety of political and financial reasons.

The existing facility imposes significant limits on the interpretive media that can be used to tell the battlefield story and provide adequate context. This reality is heightened since there is a commitment to limit additional visual and audio intrusions on the park's landscape.

Without new construction, the existing visitor center provides the largest indoor space in the park and must be used to its best interpretive advantage. Workshop participants recommended the following . . .

- A comprehensive review of the interpretive exhibits that considers the themes, targeted audiences, and audience experiences described in Part 1, as well as the content of the new audiovisual program, wayside exhibits, and cell tour, followed by the design and installation the next generation of museum exhibits.

Without preempting the role of exhibit design, participants did suggest that new exhibits could accomplish several general interpretive goals. They should:



1. Introduce each of the primary park themes.
 2. Use the strengths of the park's collection to interpret specific park stories including the contributions made by archeology to knowledge about the battle and battle participants.
 3. Use exhibits to address multiple perspectives, ways of life, and cultural/tribal conflicts.
 4. Address the iconography associated with the battle and the evolution of the battle stories in popular culture.
 5. Mitigate the restrictions imposed by limited space by using appropriate technology and interactivity to explore the park's stories in greater detail.
 6. As possible, provide flexibility so that additional tribal participation on interpreting the park's stories can be accommodated.
- As new designs emerge from future planning, consider a new use for the existing dioramas, if not in the park, then at another museum or educational facility.
 - Develop the potential of the "observation room" space at the east end of the visitor center for multiple uses, not just as a space for showing audiovisual programs but also as a space for meetings, gathering groups, and displaying rotating or changing exhibits.
 - Provide an introduction to the park's wayside exhibit series and cell tour that explains how they present multiple, personal perspectives by battle contemporaries. Perhaps add to a publication, include in a parking lot kiosk, or include on the proposed sandwich board (see above).
 - As it is available, gather and, with permission, integrate additional Indian perspectives into interpretive media and programs.



Indian Memorial dedication, photo courtesy of Bob Reece

Actions that Address Multiple Perspectives

Workshop participants felt that it was important to sustain and expand efforts to build multiple points of view into the park's interpretation. Participants also recognized that this could be accomplished only through additional consultation and aid from both scholars and tribal leaders. Specific actions include . . .

- Actively invite tribes to participate in interpretation and the presentation of multiple perspectives. Begin with a letter explaining goals and perhaps providing examples of possible interpretive projects.

As specific projects surface, add them to this plan.

- If there is interest by the tribe and local landowners, work with Apsaalooke Tours to offer and promote tours that integrate the site of the Indian village into battlefield interpretation.
- Add additional information on the Indian village to the park's publications and website. Review the park's official brochure to see if there are more opportunities to interpret the village, Indian life, and the role of Indian women.
- Develop a strategy to learn more about Indian women and children specifically related to camp life and battle preparation. Use this project as a way to invite tribal colleges and tribal historians into the interpretive process.
- Invite the tribes to participate not only at Indian Memorial and anniversary events but also throughout the visiting season.
- Invite the tribes to prepare their own interpretive/educational publications for distribution and possible sale by the cooperating association.
- Update the park's scope of sales. Specifically, ensure that the new scope reflects the themes, audiences, and experiences in Part 1 of this plan.

Wooden Leg Hill, June 25, 1876

Little Bighorn Battlefield

National Park Service
U.S. Department of the Interior



The hill in front of you was occupied by Lakota, and Cheyenne during the fight on Last Stand Hill. An unknown Sioux warrior wearing a warbonnet was killed here while firing his rifle at soldiers positioned behind a horse barricade on the crest of the ridge behind you. As soldier carbine fire ceased, victorious warriors rush the hill.



Wayside exhibit
with Indian account
of the battle,
photo courtesy of
Friends of the Little
Bighorn Battlefield



Indian art of the battle



Actions that Enhance Community and Tribal Outreach

Stories associated with the battle reach far beyond the park's boundaries. Explanation of the context of the battle, its aftermath, and its continued relevance suggest the need for community and tribal outreach. Specific actions include . . .

- Develop a map and brochure that provides context by connecting the park to related sites.
- Gauge interest in the creation of a heritage trail that follows the "path" to Little Bighorn. This might dovetail with existing efforts (the Warrior Trail, for example). It might be a limited effort, led by the park and cooperating association, that leads to a modest publication. Or it might evolve into a designated byway that taps into funding sources for support. Partners might include tribes, state agencies, tourism organizations, businesses, friends groups, cooperating association, etc.
- Expand personal contacts and work with tribal representatives and tribal colleges to develop a strategy that promotes employment at the park and ensures that all park job opportunities are widely known.
- Develop contacts with Indian media outlets—newspapers and radio in particular—as a way to

share information about the park, changes in interpretation, and visiting opportunities.

- Consult with tribal representatives on a design for a portable exhibit that can be displayed in tribal venues. Park "ambassadors," recruited from the tribes or tribal colleges and provided with on-site orientation to the park, might staff this exhibit. If tribal contacts are positive, proceed with the search for funding.
- Assess partner or the park's friends group interest in sponsoring special events that engage the community, for example luminaries or staging a walk/run through the park intended to increase support for the park and familiarity with what the park offers. All proposed activities would be assessed for appropriateness to park mission and resource protection.

Actions that Enhance Outreach to Educators and Youth

Workshop participants identified educators, students, and youth as targeted audiences. The consensus of this group favored a scaffolded approach—programs that can be used at several points in a student's academic progression, perhaps 4th, 8th, and 10th grades. The group also suggested that background materials would be more helpful than actual lesson plans.



In order to enhance outreach to these groups, workshop participants recommended . . .

- An update to the park's Junior Ranger packet to ensure that it parallels the park's themes and helps accomplish expressed audience experiences (see Part 1 for guidance).
- Creation of an educator's advisory group that park staff can consult as new educational materials are considered and developed.
- Evaluation of the materials provided to educators. Do they clearly explain educational and visiting options and reflect the overall desired audiences experiences? Then adjust as necessary.
- Contacting the state's Office of Public Instruction for assistance in developing complementary programming for educators and tribes.
- Increasing contacts with tribal colleges to identify programs that serve the goals of both the park and the colleges' students.
- Continuing the Teacher-Ranger-Teacher program.
- Completion of traveling trunks, including background materials and instructions on how to use the materials.



Bullet from battlefield archeology, photo courtesy of Friends of the Little Bighorn Battlefield

- Inviting the tribes or tribal educators to develop additional materials that can be used to learn about Indian cultures and the roles of Indian women.
- Integration of state and national standards of learning into all materials considered for use by educators. Cross references to those standards should be available to the educators.
- Exploring development of a summer day camp for local students. While the camp content would focus on an element of the park's themes, the camp itself might take a variety of forms depending on staff expertise—an art or photography camp, a history camp, a science or botany camp, a storytelling camp, etc.
- Working with the teacher advisors and tribal college contacts to recruit students to work on specific projects, particularly on media projects or interpretive content that might be used by or attract young audiences, the use of social networking tools, for example, or development of virtual field trips.
- Working with the teacher advisors and the Office of Public Instruction to design and present a teacher workshop or symposium focused on the park's themes and educational potential of the park.
- Experimenting with staff attendance at educator meetings and conferences to distribute information about how to use the park and park resources with students.
- Preparation and maintenance of a “catalog” of teaching options, perhaps online or with a CD, that provides visiting advice (explain what to expect), content advice (summarize primary stories), and NPS resources (what staff can and can't provide and available materials and activities).
- Enriching the on-site experience by working with the teacher advisors to develop additional useful hands-on activities that can be used by teachers with or without the presence of a ranger or volunteer.
- Initiation of new contacts with youth organizations to assess interest in preparing cooperative programming.

Actions Related to Research, Collections, and Library

In order to accomplish the recommendations in this LRIP, action is needed to gather additional information, develop or conserve collections, or expand library resources. Specifically . . .

- Design and complete a project to learn more about Indian women and children (see above).
- As planning proceeds for new visitor center exhibits, assess the park's collection and determine whether additional artifacts will be needed, which artifacts might need to be conserved for display, and how artifacts no longer needed for display will be handled.

Actions Related to Staffing and Training

Changes in interpretive programming may require staff training or even adjustments to staff positions or assignments. Specifically . . .

- Design and present training that will help all park employees answer visitors' frequently answered questions.
- Seek funding to establish a full time educational specialist position.
- Find funding to begin comprehensive exhibit planning for the visitor center.

Implementation Charts

The charts that follow parallel the narrative in Part 2—each bulleted action is included in the appropriate chart. The person listed in the Who column is responsible for initiating/tracking progress. Others will be recruited to assist. Many actions are multi-year; some are on-going and need to be sustained over

time. For those projects that depend on undetermined funding, progress is not predictable with precision although the charts that follow do indicate target dates. In addition to projects that require funding, some actions require additional staffing.

An annual review of the LRIP will reset these charts to reflect current conditions.

Actions that Address Visiting Options								
Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Website								
Regular staff review of website	Dawes	X	X	X	X	X	X	X
Cell tour addition to website	Dawes	X						
Add social media to website	Dawes	X	On-going					
Website feature—what to see in limited time	Dawes	X						
Determine method(s) to make "what to do information" available on-site as well	Interp. staff	X						
New visual/audio additions to website based on new movie	Woody		X					
Expand photo gallery to include "modern" images related to themes and show targeted audiences	Dawes	X	On-going review					
Expand photo gallery to include historic photos	Small	X						
Expand website content to appeal to targeted audiences	Dawes	Teachers	Youth	Tribes	Locals			
Add more stories of historic people to website	Jasmer/Dawes	X						
Contacts outside Park								
Sustain/expand contacts with Custer Country	Woody/Hammond	X	X	X	X	X	X	X
Regular meeting to share info. with local partners (springtime)	Woody		X	X	X	X	X	X
Expand contacts with outreach media. Expand contact with tribal colleges/media	Dawes	X	X	X	X	X	X	X
Work with Apsaalooke Tours on step on guides and website	Woody	X	On-going					
Investigate use of cable in motels	Woody	X						
Poster & contest to encourage visits	Woody/Jasmer		X					
Contacts inside Park								
Discuss how to use cell phones for visiting information	Jasmer/Woody	X						

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Agree on basic info. at fee booth	Woody	X						
Develop pocket schedule	Dawes	X						
Explore moving bulletin board, adding entrance sign, and/or landscaping	Woody		X					
Consider kiosk in parking	Woody			X				
“Sandwich” board	Woody	X						
Better outdoor seating for programs (revise existing PMIS statement)	Woody	Dependent on funding						
Add a wayside with aerial photo (outside visitor center)	Woody/ Dawes				X			
Evaluation of park’s publications	Woody/ Dawes	Begin to experiment with options						
Reconfigure visitor center desk	Woody	X						
Actions that Match Venues with Stories/Media								
Comprehensive review of interior exhibits	Small/ Woody	PMIS (funding dependent)			Plan	Fabricate		
Find new use for existing dioramas	Small					X		
Develop uses of observation room	Woody		X					
Introduce cell phone tour/ waysides more effectively	See above							
As available, integrate Indian perspectives into media per tribal consultation	Interp. staff	On-going						
Actions that Address Multiple Perspectives								
Continue consultations and add specific actions as they surface	Woody	Send letter inviting participation						
Work with Apsaalooke Tours and others to include Indian village in interpretation	Woody	X						
Review park website/ publications for ways to interpret the village	Jasmer		X					
Project to learn more about women and children (CESU)	Doerner			X				
Invite tribes to present more events (spread out beyond anniversary)	Hammond	X						
Encourage tribes to develop publications	See above							
Update the park’s scope of sales	Woody/ WNPA	X						
Actions that Enhance Community & Tribal Outreach								
For context, map and brochure on related sites	Woody/ Doerner	Funding dependent						
Discuss heritage trail	Woody/ Doerner				X			

Action	Who	FY11	FY12	FY13	FY14	FY15	FY16	Future
Promote employment among tribes	Div chiefs/EO	X	On-going					
Develop contacts with tribal media	See above							
Consult with tribes on portable exhibit	Small/Woody			X	PMIS	Funding dependent		
Sponsor walk/run/luminaries	Dependent on partner sponsor							
Actions that Enhance Outreach to Educators/Youth								
Update Junior Ranger packet	Jasmer	X						
Create educator advisory group	Woody	X						
Evaluate current packet for educators	Jasmer	X						
Contact/work with state OPI	Jasmer		X	On-going				
Develop list of projects for collaboration with tribal colleges	Woody		X					
Continue T-R-T program	Woody	X	On-going					
Complete traveling trunks	Jasmer	X						
Invite tribal educators to provide additional materials	Jasmer		X					
Integrate state/national standards into all ed. materials	Jasmer	X	On-going					
Explore day camp for local students	Jasmer			X				
Recruit student helpers	See above							
Design/present teacher workshops	Interp.			X	X			
Attend ed. meetings	Interp.		X					
Prepare catalogue of teaching materials (for website?)	Interp.		X	Expand				
Develop additional hands-on materials	Jasmer					X		
Increase contacts with youth groups	Jasmer			X				
Research, Collection, Library Needed								
Project to learn more about women and children	See above							
Prepare objects for display in new exhibits	Small	Planning and funding dependent						
Staffing & Training Needed								
Include all seasonal employees in training covering basic knowledge & develop a packet to support this training	Woody	X						
Keep park ranger full time	Dependent on funding and staffing							
Exhibit planning	Dependent on funding and staffing							

PARTICIPANTS

Workshop Participants

Those attending the government-to-government consultation meeting on April 20, 2010 included:

Tribal Representatives

Arikara Old Scouts, Wesley D. Fox Sr.
Arikara Old Scouts, Alfred Morsette Jr.
Northern Arapaho Tribe, Hubert Friday
Oglala Sioux Tribe, Ricky Gray Grass, Myron Pourier
Crow Tribe, Bill Big Day, Hubert Two Leggings
Fort Peck Tribe, Darrell Curley Youpee
Santee Sioux Tribe of Nebraska, Robert Campbell,
Standing Rock Sioux Tribe, Wastewin Young
Three Affiliated Tribes, Bridgette Brady
Rosebud Sioux Tribe, Ed Charging Elk, Mike Cassedy
Northern Cheyenne Tribe, Joe Fox, Dan Carlsen, Steve Brady

National Park Service

Kate Hammond, Superintendent, LIBI
Ken Woody, Chief of Interpretation, LIBI
Marvin Dawes, Park Ranger, LIBI
Jerry Jasmer, Park Ranger, LIBI
John Doerner, Historian, LIBI
Melana Stichman, Biological Technician, LIBI
Peggy Scherbaum, Interpretive Planner, Harpers Ferry Center
Chris Wheeler, Great Divide Productions

Those attending the workshop on April 21 & 22, 2010, with partners, stakeholders, scholars, and park staff included:

Howard Boggess, Frontier Heritage Alliance
Doug Haberman, Montana Fish and Game
Chris Hamilton, Rosebud Battlefield
Susan Stewart, Chief Plenty Coup State Park
Chip Watts, LBHA
Putt Thompson, Custer Battlefield Trading Post
Sonny Reisch, Fort Phill Kearney
Tim McCleary, Little Bighorn College
Mary Slattery, Bighorn County Historic Preservation Office
Paul Hedron, Retired NPS Historian & Superintendent
Ted Heath, CBHMA
Paul Hutton, Historian
Margo Liberty, Historian
Doug Scott, Retired NPS Archeologist
Valerie Schafer, Western National Parks Association
Mike Semenock, Friends of the Little Bighorn Battlefield
Latonna Old Elk, Apsaalooke Tours
Rose Williamson, Apsaalooke Tours
Chris Wheeler, Great Divide Productions

National Park Service

Kate Hammond, Superintendent, LIBI
Ken Woody, Chief of Interpretation, LIBI
Marvin Dawes, Interpretation, LIBI
Jerry Jasmer, Interpretation, LIBI
John Doerner, Historian, LIBI
Melana Stichman, Biological Technician, LIBI
Peggy Scherbaum, Interpretive Planner, Harpers Ferry Center

**Those tribal representative,
partners, friends attending the
recommendations workshop
meetings on October 27 & 28, 2010**

Roxann Bighorn, Fort Peck Tribes
Bridgette Brady, Three Affiliated Tribes
Steve Brady, Northern Cheyenne Tribe
Ben Cloud, Crow News
Harry DuBray, Standing Rock Sioux
Tribe
Ron Gramling, LBHC
Ted Heath, CBHMA
Melissa Holds the Enemy, Crow Tribe
Executive Legal Council
George S. Ironshield, Standing Rock
Sioux Tribe
Juanita Ironshield, Standing Rock
Sioux Tribe
Neil Magnum, Friends LIBI
Vine T. Marks, Sisseton-Wahpeton
Oyate
John Spotted Tail, Rosebud Sioux
Tribe
Hubert Two Leggins, Crow Tribe
Chip Watts, 7th Ranch, LBHA
Jim Whitted, Sisseton-Wahpeton
Oyate
Jackie Yellowtail, Crow Tribe,
Apsaalooke Nation Tourism

National Park Service

Marvin Dawes, Interpretation, LIBI
John Doerner, Historian, LIBI
Kate Hammond, Superintendent, LIBI
Jerry Jasmer, Interpretation, LIBI
Linda Lutz Ryan, Intermountain
Regional Office
Skip Meehan, Intermountain Regional
Office
Dave Ruppert Intermountain Regional
Office
Sharon Small, Curator, LIBI
Chris Wilkinson, Bighorn Canyon
National Recreation Area
Ken Woody, Chief of Interpretation,
LIBI
Karen Wurzburger, Intermountain
Regional Office

**Educators also attending the
workshop on October 28**

Jodi Brokaw, Hardin Intermediate
School
Dora M. Hugs, St. Charles Mission
School
Tim McKinney, Laurel Schools
Frances Takes Enemy, Pretty Eagle
School
Sandy Watts, Bighorn County Schools

Compass Team

Facilitator for all meeting and
workshops, Ron Thomson
Input on educational programming,
Jenny Rigby, The Acorn Group
Document design by Geoff Wyatt,
Wyatt Design

APPENDIX I

Tangible and Intangible Resources

Intangible

Nonmaterial: lacking material qualities, and so not able to be touched or seen.

Encarta World English Dictionary

Tangible Features of the Battlefield

Battle-related memorials, markers

Indian Memorial

Cemetery and Stone House

Landscape and topography, Indian village site

Oral and written narratives

Collections: Custer artifacts, weapons, Indian artifacts

Archeology survey and artifacts

Photographic and film archives

Staff

Dioramas

Art



Intangibles Associated with the Battlefield

These intangibles were used to link the fact-based significance statements with the primary stories identified as park themes.

"The knoll where Custer fell," by C.D. Gedney from the Library of Congress

Adaptation

Promises/Betrayal

Westward expansion

Contradictions

Mystery/Controversy

Nostalgia/Romance/Mythic

Pluralism

Reverence/Respect/Spirituality/Sacred ground/Connection to land

Survival

Revenge/"Custer Died for Your Sins"

Relationships/Personalities

Culture wars

Catalyst for change

Contested ground

Shock/Shaken confidence

